

Title	It's Greek to Me or When in Rome: Classical Mediterranean Influences on the Modern World		
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Source:	Secondary PBL Project, 2008-2009		
Project Idea:	<p>In order for students to gain a strong understanding of the world that they live in, they should have a keen understanding of the influences that shape their lives. Greco-Roman culture, otherwise known as Classical Mediterranean civilizations, has had a major influence on how people in the modern world live.</p> <p>Tying relevance of ancient civilizations to their students can be a daunting task for teachers. Using students' natural competitive attitudes towards a challenge, this unit is designed to encourage students to use technology-rich methods to present Greco-Roman influences on the modern world. Students will be asked to provide an investigative report utilizing multimedia presentation technologies showcasing these influences.</p> <p>Students will be presented with a challenge in the form of a contest to be presented to a variety of audiences in order to garner awards for their work.</p>		
Entry Event:	<p>Recently your teacher has found a variety of opportunities to showcase student work centered on Classical Mediterranean culture for a national audience. Some of the opportunities involve submitting documentaries to cable channels much like what is seen on those channels, while some of the opportunities simply involve researching and reporting your findings. All of the opportunities require a multimedia presentation as the key product.</p> <p>As you've discussed in your world history class, Classical Mediterranean culture continues to have a lasting influence on the modern world. You and your group must investigate these influences and present how those influences have come to shape cultures of today. You should attempt to showcase as many of these influences as you can within a 15 minute time frame. Topics may include but are not limited to political and governmental influences, military influences, technological and scientific influences, artistic and architectural influences, and any other influences that you and your group find important enough to showcase.</p> <p>You should utilize multiple texts in the classroom, Internet Search Engines, as well as interviewing faculty members, community members, college professors, or other experts in these areas. This thorough investigation of the past and its influence on the present should clearly outline the accomplishments of Classical Mediterranean culture and their influences on the world that emerged after the collapse of both the Greek and the Roman Empires. This investigation should also analyze the reasons for the rise and decline of these civilizations and compare them to more recent periods in history.</p> <p>Be prepared to present your predictions to a panel of adult experts in a multimedia format. Your products will be submitted to a variety of audiences beyond the in-class presentation. You have two weeks to prepare the presentation.</p> <p>View a sample documentary presentation.</p>		
Content Standards & Objectives:	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target
	<p>SS.O.09.02.02: identify and analyze the contributions of the classical civilizations to the development of the United States Constitution. Identify classical civilizations and significant political philosophers and evaluate their contributions to the development of the United States Constitutional Democracy</p>	<p>Explain how classical civilizations affected the government of the United States.</p> <p>Identify Classical Mediterranean civilizations.</p> <p>Explain the significance of various Classical Mediterranean political philosophers to the United States.</p>	<p>Groups will research the contributions of Classical Mediterranean civilizations. Individual Reflection Journal Entries PBL Observation Evaluation Knowledge Chart (KWHL Chart)</p> <p>Groups will examine maps, charts, tables of a variety of time periods in history. Individual Reflection Journal Entries PBL Observation Evaluation</p>

			Knowledge Chart (KWHL Chart) Students will explain the significance of political philosophers to the foundation of American democracy Individual Reflection Journal Entries Knowledge Charts (KWHL Chart) Culminating Product Rubric
	SS.O.09.05.01: examine the measure the contributions of art and literature throughout different historical periods.	Explain how Classical Mediterranean art and architecture influenced art and architecture at various times through history.	Students explain the connections between Classical Mediterranean art and architecture, Renaissance art and architecture, and the architecture of government centers in the United States. Individual Reflection Journal Entries Knowledge Charts (KWHL Chart) Culminating Product Rubric
	SS.O.09.05.06: compare and contrast the causes and effects of the rise and decline of ancient civilizations (e.g., the river civilizations, classic Greek and Roman).	Compare how the rise and collapse of Classical Mediterranean civilizations were similar to other nations.	Students brainstorm the rise and collapse of Classical Mediterranean civilizations and tie these same qualities to other periods. Individual Reflection Journal Entries PBL Observation Evaluation
	SS.O.09.05.21: explain reasons for and consequences of the breakdown of order among nation states.	Explain the reasons for which various nations have collapsed.	Groups will explore how some nations have been successful and why some haven't been. Knowledge Chart (KWHL Chart) Culminating Product Rubric PBL Observation Evaluation

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.9-12.1.TT4 - Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents and other files to collaborate for the creation of electronic products that inform multiple audiences both inside and outside the school environment.	Show examples of model products that have been produced using Movie Maker, PowerPoint, Webpage editors, or other multimedia programs.	Groups will build a presentation utilizing technology tools that will showcase their product to multiple audiences. Culminating Product Rubric PBL Observation Evaluation
Thinking and Reasoning Skills:	21C.O.9-12.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria. 21C.O.9-12.2.TT4 - Student uses technology tools and multiple media sources to analyze a real-world problem, design and implement a process to assess the information, and chart and evaluate progress	Go over with students the PBL Process Guide , emphasizing the process is more important the product initially. Show students how to use concept mapping software using the KWHL Chart . Model for students the proper use of project checklists and the PBL Process .	Students will use the Problem-Based Learning Process to explore and evaluate solutions to a complex problem. Culminating Product Rubric Cover Sheet Project Checklist PBL Observation Evaluation Groups will research and assess information gathered through technology tools. Culminating Product Rubric

	toward the solution.		Knowledge Chart (KWL Chart) Cover Sheet Project Checklist PBL Observation Evaluation
Personal and Workplace Skills:	<p>21C.O.9-12.3.LS5 - Student exhibits positive leadership through interpersonal and problem-solving skills that contribute to achieving the goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.</p> <p>21C.O.9-12.3.TT6 - Student evaluates and applies technology tools for research, information analysis, problem solving, content learning, decision making, and lifelong learning.</p>	<p>Review the PBL Observation Checklist as a tool for students to construct contracts based on what the teacher will be assessing during the group meetings.</p> <p>Work with students on Rules for Brainstorming and discussing with them about the importance of gathering information.</p> <p>Go over with students the importance of developing rich questions with the coaching student questioning document as the teacher guide.</p>	<p>Students will assign roles in their group and develop group contracts. Culminating Product Rubric PBL Observation Evaluation</p> <p>Groups will brainstorm the meaning of information gathered in utilizing critical thinking skills. Culminating Product Rubric PBL Observation Evaluation</p> <p>Students will practice questioning strategies that encourage exploration of content. Culminating Product Rubric PBL Observation Evaluation KWL Chart</p>
Performance Objectives:	<p>Know: Vocabulary of Classical Mediterranean terms Benchmarks in history of the influence of Classical Mediterranean civilizations Locations of Classical Mediterranean civilizations Factors relating to the rise and fall of nations Effects of Classical Mediterranean civilization on the modern world. Current parallels with the rise and collapse of ancient nations and present ones Contributions of Classical Mediterranean civilizations on various cultures over time</p> <p>Do: Reflect on the contributions of Classical Mediterranean civilizations through journals, checklists, and self-assessment Organize research both in small groups and individually Ask questions through inquiry that elicits thoughtful responses in their interviews Develop technology-rich projects that present solutions to problems Use collaborative problem-solving process to arrive at a group consensus Use collaborative problem-solving process to arrive at an individual decision about future predictions Use media literacy skills in predicting the future based on their knowledge of the past</p>		
Driving Question:	How can our knowledge of the contributions and the rise and the collapse of Classical Mediterranean society give us a greater understanding of the modern world?		
Assessment Plan:	<p>Multiple assessment strategies are utilized in this PBL unit. A mixture of individual assessments holding individual students responsible for work produced and group presentation rubrics will determine both individual and group grades.</p> <p>Individual Assessments include: Individual Reflection Journals Knowledge Charts (KWL Charts) Cover Sheet Project Checklist Individual and Group Checklist to be given with Rubric Student Self-Assessment</p>		

Student Artifacts in Folders/Portfolios

Group Assessments mainly involve assessing group performance with the following assessment:

[Culminating Product Rubric](#)

[PBL Observation Evaluation](#)

Essential Questions and raising inquiry in students through questioning will occur throughout the unit

Discussions

Major Group Products	<p>Team products for assessment may include the following: Movie Maker, I-Movies, Multi-product presentations Video tapes (commercial / creative drama / editorial / documentary) Computer presentations (Power Point / Astound / HyperCard / Web page) Team portfolios/scrapbooks – non-linear PowerPoint Oral presentations (debates / games / interviews / panel discussions / plays or skits / simulations / songs or raps) View a sample documentary presentation.</p>
Major Individual Projects	<p>Individual products for assessment may include the following: Knowledge Charts (KWHL) Knowledge charts combine what the students already knew about a topic, with what they learned from an activity, with what they still need to know. Key questions would include: What do I already Know? What do I Need to know in order to solve this? How will we plan to solve the problem? What did we Learn from the project? Research materials Sample of work found, cited, and archived (if used in group presentation) Cross section of points of view addressing bias (can also be in reflection journals) Reflection Journals to be completed each day and at the end of the project Includes: Date of work Documented Accomplishments Update of challenges faced by the group/individuals Reflection of learning</p>

Assessment and Reflection:

Rubric(s) I Will Use:	Collaboration		Written Communication	
	Critical Thinking & Problem Solving		Content Knowledge Culminating Product Rubric	X
	Oral Communication		Presentation	X
Other Classroom Assessments For Learning:	Quizzes/Tests		Practice Presentations	
	Self-Evaluation	X	Notes	
	Peer Evaluation	X	Checklists/Observations	X
	Online Tests and Exams		Concept Maps	X
Reflections:	Survey	X	Focus Group	
	Discussion	X	Task Management Chart	X
	Journal Writing /Learning Log	X	Other	

Map The Product:

This project is implemented at the end of preliminary instruction on Classical Mediterranean civilizations. As a project-based learning unit, review all materials before doing this project. The [PBL process](#) should be well understood by teachers and students. It is recommended that this be a PBL that is done late in the year that brings together many concepts that have been mastered throughout the world history course.

Since this has a technology-rich product component, it is recommended that student choice be considered when assigning the project. The variety of technology choices enhances student curiosity, attentiveness on presentation days, and 21st Century skill development. Providing students with many options, such as presenting using Movie Maker, PowerPoint, or Web Page editors adds to the total class skill set. The technology skills in concert with critical thinking skills, making decisions, collaboration, oral communication, and problem-solving strengthen student innovation and creativity.

The following product description is measured with a [Culminating Product Rubric](#) that measures all of the skills mentioned.

View a [sample documentary presentation](#).

Product: Multimedia Project Presentation

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Contributions of Classical Mediterranean civilizations		X	X
2. Classical Mediterranean Vocabulary (democracy, republic, etc.)		X	X
3. Problem-Solving Skills	X	X	X
4. Collaboration Skills	X	X	
5. PBL Process		X	
6. Technology / Internet Skills	X	X	X

Resources:

School-based Individuals: Social studies teachers, business teachers, and administrators for interviews and helping assess presentations.

Technology: Cooperative learning labs, computer labs, media centers, Inspiration software or other free concept mapping software, USB ready cameras for interviews, Windows Movie Maker for student produced movies, Microsoft® Office Suite software for documents, spreadsheets, Microsoft PowerPoint™ (non-linear possibly for scrapbooking), digital cameras, presentation projection/screen or interactive whiteboard. Internet resources such as student Wikis and Google Sites can be utilized. Researching the Internet is highly recommended.

Community: Students are encouraged to generate questions for the business community, including their insurance agents, banking institutions, and employers who may have some level of understanding of the global business community. College professors and other academic sources may be available in the area.

Materials: folders, [project checklist for folder cover](#), [scenario/driving question handout](#), [project checklist handed out with rubric](#), [project rubric](#), [KWHL Chart](#), [student self-assessment handout](#), [teacher PBL observation evaluation](#), [PBL Process handout for scenario driven PBL units](#), [brainstorming rules](#), [coaching student questioning handout](#), and [digital journal template](#).

Manage the Process:

Students will be given preliminary handouts in order to do the project:

Folders for Journals and Artifacts

[PBL process sheets](#) for students to follow during the project

[Project Checklist](#) – To be taped or stapled to the front cover of the folder.

[KWHL Charts](#) – for brainstorming and gathering information.

[Individual and Group Checklists for Project](#) to be handed out with Product Rubric

[Culminating Product Rubric](#)
[Student Self-Assessment](#)
[Brainstorming Rules handout](#)
[Coaching Student Questioning handout](#)
[Digital Double Sided Journal](#) for PBL

Following preliminary handouts, the driving question will be displayed on appropriate formats (interactive white boards, chalkboards, and on a handout to be placed in the individual folders).

Mention to students that they should be able to discuss this answer thoroughly upon completion of the project. Students will be engaged through the scenario / entry document at the beginning of the unit.

Once these handouts and engagement documents are distributed, students are sent into groups to begin brainstorming and discussing the scenario using the following process. At any point in the process, students may (and are encouraged to) revisit any and all parts of this process given new data and other information.

The teacher facilitates this process but does not dictate completely where students go initially. The teacher reads journal entries whenever it is deemed fit and to assist students with resources as needed. Teacher feedback in journals, supplying new resources when needed and keeping students focused on the scenario and the student-generated problem-statement are all highly encouraged.

Project Based Learning mapping depends on student progress and follows a loose guideline of activities that has students visiting, revisiting, revising and the process daily. The teacher observes and then facilitates focus on the scenario and the driving question. In PBL, the process is far more important than the product in the long run.

Day One: Have all folders ready to be handed out with rubrics, scenarios, checklists, concept maps, and driving questions inserted. An option for students who've done PBLs before might be the option to help develop the rubric based on past experiences with projects previously done. The driving question and the scenario are completely understood by all, as well as rubric components by the end of the class period.

Another option for the entry event would be for a fellow teacher on their preparation period to come in and present the [scenario](#) to students, introducing you as an expert. Give the students a few minutes to come up with preliminary questions with the teacher answering them before turning back into a facilitator, at which point, students will have to research their own answers.

Students should reflect daily and document accomplishments and concerns with the project. Folders are to stay in the classroom for teachers to evaluate when needed.

Whenever students begin faculty and community interviews, coaching students how to frame appropriate questions can be facilitated by the [Coaching Student Questioning handout](#). This activity should occur early in the research process.

Distribute the [PBL Observation Evaluation](#) tool to students so that they can use it for a guide for developing group contracts. The group contract should reflect the criteria being used by the teacher in the assessment tool. Student can produce a broad range of contracts, but all of them should be reviewed by the teacher so that the contract reflects assessment criteria.

Following Introduction on Day Two: The following process is introduced as well as how to record activities on the [KWHL Chart](#). Students should be encouraged to revisit the scenario and driving questions whenever they run into a wall in their thinking. Students are encouraged to use the computers in the classroom, the media center, the Internet, and school staff members during the day and relatives and community members in the evenings as additional resources.

Problem/Project-Based Learning Process in Managing Group Collaboration

1. Read and discuss the scenario.

The situation described in the scenario should be understood by all members of the class. After reading the [scenario](#) on the screen (if projected) and on the paper (if used as a handout), students will then break

into small groups to begin to brainstorm using the [KWLH Chart](#). Once brainstorming begins, students should individually and in groups revisit the scenario when they feel as though they may be “off track”. The instructor should facilitate this revisiting of the scenario occasionally through observation and feedback in the journals.

2. Brainstorm known facts.

Students will list what they bring to the situation given materials presented in the scenario and any prior knowledge they may have concerning the task on the [KWLH](#) concept map either in Inspiration® software or on a handout. All students bring something special to the group. During this process, students should be encouraged to list as many things as they know about the situation reserving criticism to the group at-large and accepting wild, seemingly irrelevant items. There will be a time when those items may make sense to the group.

3. Develop a problem statement.

After careful review of the [scenario](#) and the “knowns”, students should write a brief statement about what it is they are attempting to do. All groups will interpret this differently. Clues to helping to create this statement are in the last statement in the scenario and the mixture of “knowns”. As new information is found, this statement will change. Students should be encouraged to edit, revise, renew the problem statement as many times as is needed to come up with a solution.

4. Brainstorm what is needed to be known in order to solve the problem.

List what is needed to be known in questions form in order to solve the problem on the concept map. At this point each member should identify a role to play and gather information on the listed topics in order to move forward. Students should be encouraged to revisit the problem statement and the scenario in order to reaffirm that the process should move forward at this point.

5. Gather information and propose possible solutions.

Information gathering continues. Students should generate 5-10 properly constructed questions for research and begin seeking out expertise, meaningful internet searches that result in obtaining valid web resources, and should use the school library/media center in investigating the global economy issue. Interviewing social studies teachers, business teachers, parents, and other members of the community is encouraged. Students may find other sources of information that they can bring into their investigation.

6. Revisiting Solutions.

As time permits, the group may entertain revisiting their problem, view optional alternatives to the ones examined, or move toward reporting to the group.

7. Offer solutions through Presentations.

Report to the whole class and selected faculty an action plan that seems viable given all the options entertained by the group. Students should be encouraged to present in ways that show uniqueness, but are encouraged to refer to the teacher rubric. These presentations can be posted to the course Wiki as an option. Journaling to the course Wiki is encouraged as well. Wikis offer the opportunity for multiple classes to collaborate in the project.

Ideally, this PBL should lead to more PBLs that take learning even further. The teacher may see the opportunity (or more content) that can be built based on student presentations. If you use a Wiki, a multiple class collaborative presentation can be brainstormed and built as a result of the multiple presentations given at the end of this unit.

8. Student Journals (Electronic, Hard Copy, Wikis as options)

Individuals will complete an individual [journal](#) with artifacts of research and a self assessment of their work on the cover of a folder to be distributed to all team members. This is the major individual assessment of the project. The [Cover Sheet Project Checklist](#) management chart will be distributed to all team members; and individuals will be accountable for recording their roles in the project, collect artifacts, and organize them in their individual folders.

Project Evaluation:

Students will complete a final [reflective journal](#) entry that allows them to write about their experiences. Also, a [student self assessment](#) sheet allows students to comment on their experience, document accomplishments and disappointments, as well assess their own performances based on project criteria.

**Resource Files
Uploaded**

Resource Files

- UP3307WS2.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3307WS2.doc>)
- UP3307WS3.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3307WS3.doc>)
- UP3307WS4.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3307WS4.doc>)
- UP3307WS5.doc
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